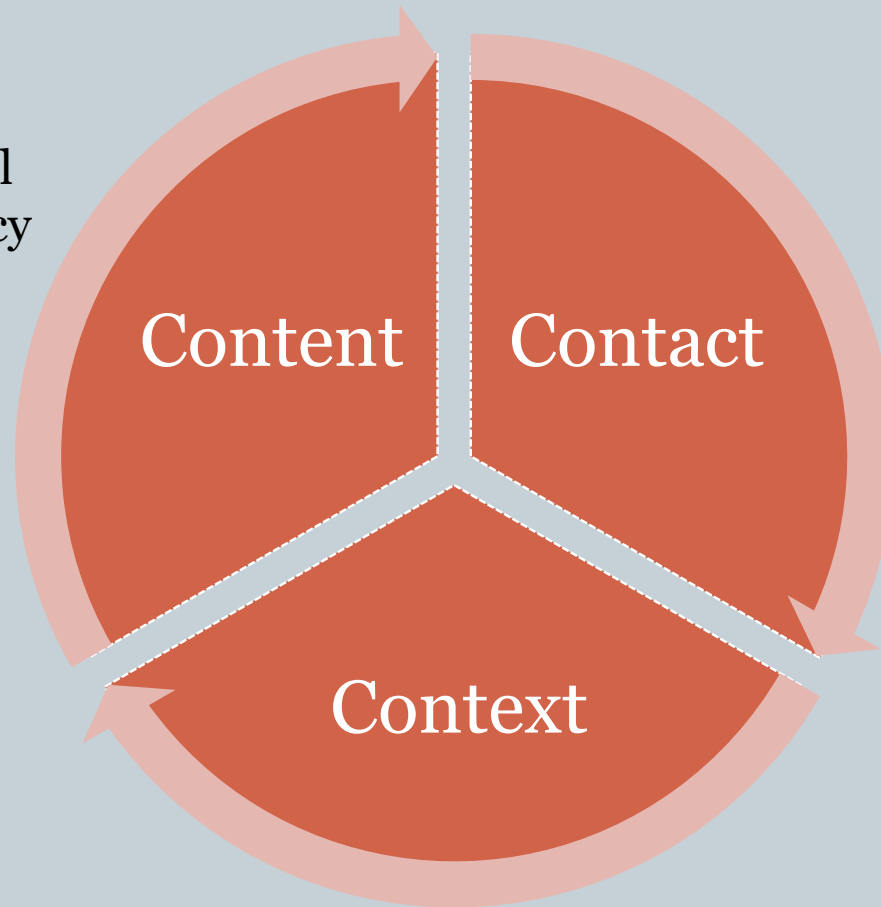


Green Sparks: Fueling the Conversations Between Young People & Books @ the Environment

3 C's of
Environmental
Critical Literacy



Useful Critical When Evaluating a Picture Book:
Does the book help children understand, talk and write about

1. How humans are interdependent with other animals and the plants on the earth?
2. The existence of limits to the human use of nature?
3. That humans sometimes pollute the air, the water, and the land?
4. That a large amount of pollution can affect our comfort, our health, and our way of life?
5. The need to protect the diversity of nature?
6. Ecological principles, such as the fact that individual species need a suitably large ecological system in which to survive and thrive?
7. The environment in which they live and have contact with?
8. That individuals working together can do actions that will make a difference in protecting natural resources for ourselves and future generations?

4 Dimensions of Critical Literacy (Van Sluys, Lewinson & Flint, 2006)



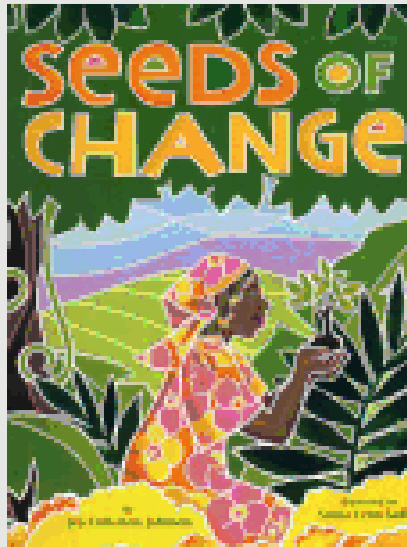
- Disrupting the commonplace: seeing the “everyday” thru a new lens
- Considering multiple viewpoints: from our own experiences and those of others
- Focusing on the sociopolitical: Looking at how power relationships affect what is happening to our natural resources.
- Taking action: Engaging in Praxis-reflection and action on the world to transform it.

Possible Teaching Models



- Literature Circles
- Read aloud's having children make connections and use accountable talk (Why do you think that?)
- Impromptu drama strategies
- Writing extensions to books, e.g. writing dialogues, Opinion Proof, writing personal narratives from connections to stories

Deforestation Global Local



Wangari watched sadly as her government sold more and more land to foreign companies that cut down forests for timber and to create plantations. Native trees such as cedar and acacia vanished. Birds had no place to nest. Monkeys lost their swings. Tired mothers searched for firewood.

When Wangari visited her village she saw that the Kikuyu people, who had been chopping down the mugumo trees had been lost. No longer holding the roots, the soil streamed into the rivers. The water that had been used to grow maize, bananas, and sweet potatoes turned to mud and dried. The people went hungry.

Wangari could not bear to think of the land being destroyed. As the mother of three children, she worried about what would happen to the mothers and children who depended on the land.

"We must do something," Wangari said.

